**Lesson Experience Plan 4 – Lesson 8**

**Applying knowledge of life stages – Assessment**

Students will describe and represent changes to a living thing as it grows on an online poster.

**The Hook –** Engage and review prior knowledge

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| **Learning procedures** | **What will learners do** | **Resources** | **Assessment and checks for learning** |
| * Students get opportunity to observe their animal and plant for changes and growth. They take photographs and record their observation in science journals. * Remind students that science involves observing changes like these to learn more about the life stages. This helps people know how to care for living things. * Display assessment task on the electronic whiteboard and read out the assessment task to students and talk about the requirements. Explain to students that this will give them the opportunity to show what they have learned. * Explain that the lesson involves learning how to create a Glogster (online poster). * Teacher explains that students represent the growth of one of their living things on a Glogster, which need to include picture, voice recordings and notes. Remind students to also include the needs of the living thing and how to take care of it. | Take photos of their animal and plant and write down their observations | Cameras  Mobile phone with voice recorder function  Electronic whiteboard  Assessment task  Teacher aide | Students’ participation in task – taking photos and observing and recording |

**The Body –** Develop skills and knowledge

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| **Learning procedures** | **What will learners do** | **Resources** | **Assessment and checks for learning** |
| * Explain to students that Glogster is a website where people can create online poster which can include text, photos, videos, graphics, sounds, drawings, data attachments and more. * First explain to students how to record their notes on a recorder. * Explain and demonstrate creating a poster on Glogster and uploading voice recordings and photos. * Ask students to go to the Glogster website (teacher provides link) on their computers. * Students practice using tools on Glogster such as picture, audio, text, documents and videos, while teacher models. * Explain to students again that Glogster need to include pictures, notes and voice recordings. * Students will then get the opportunity to create a Glogster for their assignment with the support of teacher and teacher aide. * Upload link to Glogster on the class blog. | Students practice using Glogster while teacher models.  Students create assessment task on Glogster. | Computers  Electronic Whiteboard  Link to Glogster website  Copy of assessment task for all students | Students’ understanding and participation  Summative task – Glogster and science journal. |

**Conclusion, draw together, review & summarise key learnings, checks for learning, consolidation, homework/review tasks**

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| **Learning procedures** | **What will learners do** | **Resources** | **Assessment and checks for learning** |
| * Revise the unit lessons with students with online quiz on Slideshare *Living nonliving quiz* * Ask students to write a short reflection of what they learned throughout the unit on the class blog and also answer the focus question: *How do living things grow?* | Do online quiz [*Living nonliving quiz*](http://www.slideshare.net/Junayed999/living-nonliving-quiz)(Slideshare)  Write reflections on class blog | Online quiz  Class Blog | Students’ response to quiz  Students’ reflections and notes on class blog – formative assessment |